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ABSTRACT

A study examined supervisor-subordinate relationships and the congruity of communicative expectations and experiences to determine how congruity was affected by time. Subjects, 117 employees comprising 106 subordinates and 11 first-line supervisors, were surveyed as to communication expectations and experiences with self and with other, as well as job satisfaction. Results revealed two groups of employees and supervisors in regard to congruity of communication expectations and experiences. In the first group, individuals who were congruent with themselves were also congruent with their supervisors, while the second group consisted of employees who were incongruent with themselves and were incongruent with their supervisors. Results also revealed a relationship between the subordinates' congruity of self and dimension of time. Furthermore, the expectation levels tended to be relatively unaffected by time, while the reported communication experiences were subject to change. This suggests that differences in levels of communicative congruity may be detected between new and veteran employees. (Two figures and five tables of data are included; one appendix of survey items and 24 references are attached.) (KEH)

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Time, Self-Congruity, and Human Expectancy: An Introspective Model of Supervisor-Subordinate Relationships

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Abstract

Time, Self-Congruity, and Human Expectancy: An Introspective Model of Supervisor-Subordinate Relationships

This study focused on supervisor-subordinate relationships and the congruity of communicative expectations and experiences. It also investigated how these variables were affected by time. Two groups of employees and supervisors emerged. In the first group, subordinates who were congruent with themselves were also congruent with their supervisors. In the second group, subordinates who were incongruent with themselves were incongruent with their supervisors. The study also revealed a relationship between the subordinates' congruity of *self* and the dimension of time. Further, the expectations levels tended to be relatively unaffected by time, while the reported communication experiences were subject to change. This suggests that differences in levels of communicative congruity may be detected between new and veteran employees. The findings raise two important implications for future research in supervisor-subordinate relationships. First, the notion of time should be expanded to include other dimensions besides tenure with the organization. In addition, future investigation should center on what, within the dimension of time, accounts for change in congruity cited in this study.

Time, Self-Congruity, and Human Expectancy: An Introspective Model of Supervisor-Subordinate Relationships

Axiomatic to supervisor-subordinate relationships is the notion of perceptual multi-dimensionality and its impact on successful organizational functioning. While conceptually the same, these multi-dimensional differences have been given various labels (e.g. semantic barriers, semantic-information distance, cognitive similarity, and perceptual congruences, Hatfield & Huseman 1982). Recently, many researchers have turned their attention to this idea of perceptual congruity and how it affects supervisor and subordinate relationships (Baird & Diebolt, 1976; Schuler, 1980; Wiggens, Lederer, Salkowe & Rys, 1983; Petelle, Slaughter & Jorgensen, 1988). Implicit in this line of research has been how these relationships develop and change over time. *The primary focus of this study will be the investigation of the nature of congruity with human communication expectations and how this congruity is affected by the dimension of time.*

THE CONGRUITY ISSUE

To date, a plethora of literature on congruity in supervisor-subordinate relationships exists in a variety of areas other than communicative expectations to include, job requirements and duties (Baird & Diebolt, 1976; Greene, 1972), subordinate job problems (White, 1977), subordinate authority (Boyd and Jensen, 1972), amount of time needed to learn a new job (Moore, 1974), task requirements (Baird and Diebolt, 1976), performance versus rewards (Schuler, 1980), role

expectations (Korman, 1960) and role stress and subordinate competence (Snyder and Bruing, 1985). In addition to these studies, numerous authors have also examined this notion of congruency from a variety of other orientations. Holland (1978) presented a structural model of congruence that occurs between an individual and his/her environment. Schuler (1980) examined expectancy perceptions on subordinates performance and rewards and its impact on job satisfaction. Benbenisthty (1987) looked at "gaps" in expectations and perceived reality between therapists and clients as being negatively correlated with therapeutic intervention success. Wiggings, Lederer, Salkowe and Rys (1983) looked at congruence and how it related to issues such as job satisfaction in which they found a positive correlation.

COMMUNICATIVE CONGRUITY AND EXPECTATIONS

While many of the congruity studies mentioned have eluded to the role of communication in enhancing congruity between supervisors and subordinates, few, if any, have actually examined congruity with communication, in general, and with communicative expectations, in particular. From a peripheral basis, researchers like Baird and Diebolt (1976) investigated communication, role congruence and employee satisfaction in organizational hierarchies. While they discovered positive correlations between communication and job satisfaction, they found no significant relationship between role congruence, job satisfaction and communication at any level within the organization. Similarly, Hatfield and Huseman (1982) also discovered a positive relationship between

the perceptual communication congruity between supervisors and subordinates with job satisfaction. Communication expectations are important to supervisor-subordinate relationships for number of reasons. Werminont (1971) maintained that supervisors often have no clear understanding of what their subordinates expect of them. Along a similar line of thought, Machin (1973) contended that understanding subordinate-supervisor expectations provides an opportunity to reduce the "gap between what managers know should be done and what is currently practiced" (p. 262). More recently, focusing on the leadership behaviors of consideration and initiating structure, Cahn (1986) argued that such behaviors, as they impact upon organizational effectiveness, "depend to a great extent on the superior and subordinate sharing perceived understanding or the feeling of being understood" (p. 20). Thus, Cahn introduced the potential significance of congruity with expectations between supervisors and subordinates.

Expectancies are also related to managerial effectiveness. Tsui (1984) saw managerial effectiveness closely linked with "reputational effectiveness" (p 31), or the degree of congruence in role expectations. This congruence "depends on the nature of the multiple sets of expectations and the manager's ability to meet these expectations by behaving in the manner that is preferred by his or her critical role senders" (p. 31). Combining the notion of congruity and expectations in supervisor-subordinate relationships, Jorgensen, Slaughter and Petelle (1988) examined this issue and its effect on employees' satisfaction with

supervision. They found a negative relationship between levels of communicative incongruity and reported satisfaction with supervision. In regard to communication variables, it is this concept of congruity with communicative expectations between supervisor and subordinates that is the focus of the present study.

COORIENTATION AND TIME

While much of the congruity research to date has focused on the nature of organizational relationships, little attention, if any, has been given to how these relationships are affected by time. Conceptually, a similar approach to the congruity literature that has been discussed over the years is embodied in the early research on coorientation. In order to understand how the notion of time affects the dynamics of the supervisor-subordinate relationship in general, and congruity with communicative expectations in particular, we focus on two theories which are appropriate to this issue. First, Heider's theory (1958) of coorientation examines the balance from within the cognitive structure of one person. Second, Newcomb's theory (1961) considers two person's orientation to an issue, object, or third person. The introspective position taken in the current study combines the ideation of both Heider and Newcomb.

In the intervening years since, much research has dealt with both of these theories. Reflecting Heider's concern with internal congruity, Campos (1986) examined self ideal congruence with regard to how it correlated with self esteem. More recently, some authors have claimed that persons will continuously strive for internal consistency among their

own thoughts, actions, and circumstances (Pazy and Zin, 1987). By this definition, then, self congruity refers to the harmony within the person system.

Consistent with Newcomb's approach, McLeod and Chaffee (1973) discussed three variables derived from the cognitions and perceptions of people within a dyad: *mutuality*, the similarity of feelings between two persons; *congruency*, the similarity between the perception of the one person's feelings to another person's feelings; and, *accuracy*, the correctness of one's perception of the other person's feelings as compared with that person's actual feelings toward the other. While our study focuses on congruity from a *self* as well as an *other* perspective, it also deals with another element of coorientation--time.

Only a few studies have actually examined time as a mediating variable in interpersonal relationships. In discussing numerous postulates to their coorientation research, McLeod and Chaffee state "The idea of exchange implies studying changes in the *cognitive state of persons over time*." Another of their postulates read, "The basic data for coorientation research, then, include the relationship of the persons interacting, their *cognitive states regarding objects of simultaneous orientation over time* . . . (p. 478).

Other authors, like Hatfield and Huseman (1982), have only addressed time as demographic item and found no significant relationship between it and communicative congruity or job satisfaction. Petelle, Slaughter and Jorgensen (1988) noted:

> "congruity . . . seems to suggest a dependence of length of time in the relationship. One would not expect a high degree of congruity of experience in new relationships. On the other hand, one may expect that as the length of the relationship increases, so does the degree of congruity. If the congruity is of a positive nature . . . the impact on successful communication suggests the possibility of optimal interpersonal and organizational relationships"(p. 304).

This study extends the discussion of congruity regarding communication expectations and experiences and how these variables are affected by time. The study examines two areas: 1) the relationship of communicative congruity with *self* and *other* from both the supervisor and subordinate perspectives (See Figure 1); and, 2) the relationship of time and communicative congruity (See Figure 2). From the literature, then, the following research questions have been formulated.

RQ1 From the subordinates' perspective, does congruity with expectations and experiences with *self* correlate with congruity with expectations/experiences with *other*?

RQ2 From the supervisors' perspective, does congruity with expectations and experiences with *self* correlate with congruity with expectations/experiences with *other*?

RQ3 Do subordinates' communicative congruity with expectations and experiences with *self* and *other* change with time?

RQ4 Do supervisors' communicative congruity with expectations and experiences with *self* and *other* change with time?

METHOD AND PROCEDURES

Participants

The participants of this study came from 117 full-time employees from a national railroad and trucking corporation in the midwest. Of the 117 respondents, 106 were employees or subordinates and 11 were their first-line level of supervisors. Prior to the date of administering the survey, each respondent was given an information sheet outlining the basic ideas of the research. They were told that they had been selected to be part of the study and that their participation was strictly voluntary.

The surveys were administered over a two-day period to groups of 20 to 25 employees. The research team briefed each group on the nature of the study and assured them of the confidentiality of results. None of employees supervisors was present during this stage of the research. The supervisors received the same information and completed their surveys in a separate location.

Instrument

The questionnaire consisted of four sections. The first section centered on general demographic information (e.g. job titles, years with

organization, age,). Section two addressed communication expectations and experiences with *self*. The third section pertained to the communication expectations and experiences with *other*. Finally, section four focused on factors relating to job satisfaction.

Reviewing several instruments indicative of various communicative behaviors, the research team generated 50 items considered to be relevant communication behaviors expected and experienced in daily interpersonal and organizational relationships (See Appendix 1). The participants were instructed to rate each item on a five-point Likert type scale in terms of expectations (very low, low, moderate, high and very high) and experiences (never, seldom, sometimes, often, always) of *self*. Using the same 50 items, the participants also rated communication behaviors expected and experienced with the *other*. In short, each participant rated the 50 items with respect to expectations and experiences with *self* and *other*. For example, a subordinate would respond to each of the 50 items as follows:

1. Ask relevant questions
    a. To what extent do I expect myself to ask relevant questions?
    b. How often do I ask relevant questions?
    c. To what extent do I expect my supervisor (other) to ask relevant questions?
    d. How often does my supervisor(other) ask relevant questions?

Finally, using the Job Descriptive Index (JDI), the participants responded to five scales describing aspects of work, supervision, people, pay and promotion (Smith, Kendall & Herlin, 1969). It should be noted that overall job satisfaction was measured for future analysis and was not examined in the present study.

Formulation of Variables

Congruity (≅) of communicative expectations can be assessed in numerous ways. Using the expectancy model developed by Petelle, Slaughter, and Jorgensen (1988), various dimensional perspectives can be constructed. In dealing with self-congruity with expectations and experiences, the following introspective (from the viewpoint of the subordinate or supervisor) were formulated:

From the Subordinate's Perspective

Expectation of Supervisor ≅ Experience with Supervisor

Expectation of Self ≅ Experience with Self

From the Supervisor's Perspective

Expectation of Subordinate ≅ Experience with Subordinate

Expectation of Self ≅ Experience with Self

While the dimension of *Time* can be viewed in a number of ways, some authors dealing with congruity (e. g., Hatfield & Huseman, 1982) have measured it by *years of service* or *tenure* with the organization. Underlying this view is that years of service denote day-to-day exposure to both supervisors and the organization. *If expectations and communicative congruity really develop over time, as the coorientation*

literature suggests, then it is anticipated that differences can be detected between the new and veteran employees.

RESULTS

The mean for each of the variables was computed, and the results are presented in Table 1. As noted, both subordinates and supervisors reported similar patterns in their levels of expectations and experiences for themselves and for each other. For example, both groups rated their communicative expectations of *self* the highest (subordinates X = 187.11, supervisors X = 199.18). Conversely, both groups were similar in that they scored their communicative experiences with the *other* as the lowest (subordinates X=152.33, supervisors X=161.18). Also noted in the findings are the levels of communicative congruity that exist within each group. When comparing each group's expectations and experiences with *self*, the subordinates' reveal much higher congruity (X=7.13) than the supervisors (X=16.27). Contrasting this was the reported results with *other*. In this case, the subordinates' reported lower congruity (X=31.17) on communicative expectations and experiences with their supervisors, than the supervisors reported with their subordinates (X=23.45). Finally, in regard to the time variable, the results revealed that subordinates have longer longevity with the organization (X=19.7 years) than the supervisors (X=15.5 years).

Tables 2 and 3 show the correlations among the set of variables. While numerous significant correlations were identified between the expectation and experience levels, the present study was concerned

only with how these variables correlated with time and congruity, and how congruity with *self* correlated with congruity with *other*.

Table 2 shows the congruity of the subordinates and its correlation with time. In regard to the levels of communicative expectations and experiences, there was no significant relationship between time and the subordinates' expectancy levels of *self* or *other*. Nor was there a significant relationship between time and the levels of communicative experiences with *self*. On the other hand, there was a positive correlation between time and the subordinates' communicative experience with their supervisor ($r = .168$, $p < .05$).

Table 2 also illustrates that the subordinates' congruity with *self* (e.g. what the subordinates expect of themselves, and what they experience with themselves) correlated negatively with the element of time. In other words, as an employees time in the organization increased, the levels of incongruity with *self* decreased. Finally, the data revealed a positive correlation between the subordinates' congruity with *self* and his/her congruity with the supervisor ($r=3.324$, $p<.01$). In this case, if a subordinate was congruent in regard to communicative expectations and experience with *self*, he/she also tended to be congruent with the communication expectations and experiences with *other*.

Similarly, Table 3 illustrates the correlation among variables for the supervisors. None of the expectancy or experience levels correlated significantly with time. In addition, neither the congruity with *self* or the

congruity with *other* variables were related to time. However, there was a positive correlation between congruity with self and congruity with other ($r=.49$, $p<.05$). Like the subordinates, if supervisors were congruent with communicative expectations and experiences with *self*, they were also congruent with these expectations and experiences with their subordinates.

The results presented in Table 4 reflect a regression analysis measuring the effect of time on subordinates' level of communicative expectations, experiences, and congruity. Two of the variables tested were found to be affected by time. The reported levels of communicative experiences from the perspective of the subordinates to their supervisors indicated a significant effect ($F=4.097$, $p=.0455$). In this case, the longer the employee was with the organization (time), the higher the reported levels of communicative experiences with *other* (e.g. The extent to which subordinates felt their supervisors were fulfilling their communication expectations). Another significant level was indicated between time and the congruity with *self* ($F=4.632$, $p=.0338$). As the length with organization increased, incongruity with *self* decreased.

Finally, Table 5 contains the results of the regression of the effect of time on the supervisors' communicative expectancy, experience, and congruity levels. None of the variables tested were significantly affected by time.

DISCUSSION

RQ1- From the subordinates' perspective, does congruity with expectations and experiences with *self* correlate with congruity with expectations/experiences with *other*?

As reported earlier in Table 2, there was a high degree of subordinates' congruity with *self* and congruity with the supervisor. From such a perspective, the discussion really focuses on two levels of introspective congruity. One pertains to the level of internal congruity within the subordinate regarding his/her expectations and experiences with *self*, and the other level pertains to the internal congruity within the subordinate regarding his/her expectations of the supervisor. Such a relationship may be best viewed through Heider's notion of internal cognitive balance whereby an individual strives for internal consistency. Under this assumption, elements of the relationship (in this case, subordinates' communicative expectations and experiences) will tend toward a balanced state. It also implies that where an imbalance exists, the situation will change in the direction of balance (Heider, 1958). While the examination of such a movement is beyond the scope of this study, the data seem to add credence to cognitive congruity in subordinate communication.

In the present study, we find two classes of individuals emerge regarding cognitive structure: 1) those who are congruent with *self* are also congruent with the *other* and 2) those who are incongruent with *self* are also incongruent with the *other*. The data do not reveal groups who

were either congruent with *self* and incongruent with *other* or incongruent with *self* and congruent with *other*.

Viewing supervisor and subordinate relationships from this perspective, then, it appears that achieving a balance within the cognitive structure of an individual regarding communicative congruity is a function of both a relationship with *self* and a relationship with *other*.

RQ2- From a supervisors' perspective, does congruity with expectations and experiences with *self* correlate with congruity with expectations/experiences with *other*?

The findings in Table 3 reveal a similar pattern of relationship in the supervisors' communicative congruity with *self* and *other*. While not at the same level of statistical intensity, but still significant, it is apparent that the same attempt for internal balance between *self* and *other* exists. In a broad sense, the attempt to rationalize one's communication expectations and experiences may represent a particular form of communication behavior. In this study, it seems that such a behavior is a common denominator between supervisors and subordinates.

RQ3- Do subordinates' communicative congruity with expectations and experiences with *self* and *other* change with time?

While such a view of introspective congruity is not inconsistent with recent research suggesting that individuals attempt to achieve internal balance or consistency with themselves (Pazy and Zin, 1987), it does little to enhance our insight into how the dynamics of congruity are affected by time.

Table 4 examines the effect of time on subordinates communicative expectation, experience, and congruity levels. By first examining the expectations and experiences individually for *self*, neither were significant. However, the direction of the data reveals that the expectations of *self* were affected less by time than the experiences with the subordinates. Interestingly, when the differences between these two are computed for congruity levels, there is a significant effect of time. As reported, as time with the organization increases, the level of congruity with *self* increases. In other words, the differences between the levels of communicative expectations and experiences diminishes over time.

In terms of the subordinates' expectations and experiences with their supervisor, we find a similar pattern. The expectation levels are not significantly affected by time, but the levels of reported experience are affected. Unlike the *self* scores, when the differences between the communicative expectations and experiences with *other* are computed, we found no significant relationship between congruity and time. While such an inconsistency between *self* and *other* may be puzzling, there are several plausible explanations.

One explanation may relate to the apparent volatility of communication experiences reported by subordinates. The expectation levels were seemingly affected little, if any, by the dimension of time. When new employees enter the job, they apparently establish a certain set expectations for themselves and another set of expectations for their supervisors. They also appear to have within their cognitive structure a

set of perceptions regarding how well they and their supervisors are fulfilling these expectations. As time with the organization increases, the expectation levels remain relatively the same, while reported experiences change. Since the levels of subordinate expectations are basically the same for *self* and *other* and the levels of experiences reveal greater differences (See Table 1), it may be possible that the changes cited in experiences with their supervisors, though significant by itself, is accounting for the congruity score to be insignificant over time. Implicit in this argument is the notion that the directional difference and volatility of experiences either bring the levels "in-line" or "out-of-line" with levels of expectations. *Given this explanation, there seems to be a greater degree stability with the symbolic expression of communicative expectations than when compared to the dynamics of interpersonal experience.*

Another plausible explanation might be related to the perceptual nature of the communicative experience. Given that this process is cognitive in nature, as Heider suggested, what may actually be occurring is an imperious balance. In other words, the individual strives to achieve a balance between his/her expectations and experiences of *self* and *other*. In the case of the subordinates, the longer they are with the organization, the greater the need for them to achieve this balance between one's experience with *self* and one's expectation of *self*. Possibly, one might cognitively adjust these differences over time.

RQ4 - Do supervisors' communicative congruity with expectations and experiences with *self* and *other* change with time?

There were no significant relationships identified regarding the supervisors' levels of expectation, experience, and congruity. One possible explanation of this may be related to the nature of the supervisor's role in the hierarchical structure of the organization. Subordinates reported their expectation and experience levels for their particular supervisor. On the other hand, the supervisors were asked to report their expectation and experience levels for the subordinates in general. Such a lack of focus could account for the non-significant findings.

CONCLUSION

To summarize, this study focused on supervisor-subordinate relationships and the congruity of communicative expectations and experiences. It further examined how congruity was affected by time. Specifically, the investigation addressed four questions. First, from the subordinates' perspective, does congruity with expectations and experiences with *self* correlate with congruity with expectations/experiences with *other*? Next, from the supervisors' perspective, does congruity with expectations and experiences with *self* correlate with congruity with expectations/experiences with *other*? Third, do subordinates' communicative congruity with expectations and experiences with *self* and *other* change with time? Finally, do supervisors' communicative expectations, experiences and congruity with self and other change with time?

Two groups of employees and supervisors emerged in regard to congruity of communication expectations and experiences. In the first group, individuals who were congruent with themselves were also congruent with their supervisors, while the second group consisted of employees who were incongruent with themselves and were incongruent with their supervisors. This suggests that Heider's concept of cognitive balance extends into the area of expectancy theory.

The analysis also revealed a relationship between the subordinates' congruity of *self* and the dimension of time. Further, the expectations levels tended to be relatively unaffected by time, while the reported communication experiences were subject to change. This suggests that differences in levels of communicative congruity may be detected between new and veteran employees.

The findings of this study raise two important implications for future research in supervisor-subordinate relationships. First, the notion of time should be expanded to include other dimensions besides tenure with the organization (e.g. length of time in the relationship, actual maturation of communication expectations, etc.). In addition, future investigation should center on what, within the dimension of time, accounts for change in congruity cited in this study. If understood, then congruity between supervisors and subordinates in regard to their communicative expectations can be enhanced, thereby, improving organizational functioning through improved interpersonal interaction.

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Table 1 - Descriptive Statistics of Variables

Variables	Mean	N	Std. Dev.	Std. Error
Subordinates				
Expectations of Self	187.11	106	28.15	2.73
Experiences with Self	179.98	106	24.90	2.41
Expectation of Other	183.50	106	39.89	3.87
Experience with Other	152.33	106	31.89	3.09
Supervisor				
Expectations of Self	199.18	11	12.31	3.71
Experiences with Self	182.90	11	20.04	6.04
Expectation of Other	184.63	11	19.38	5.84
Experience with Other	161.18	11	17.99	5.54
Subordinate's Congruity				
Expectation of Self/				
Experience with Self	7.13	106	14.49	1.40
Expectation with Other/				
Experience with Other	31.17	106	35.12	3.41
Supervisor's Congruity				
Expectation of Self/				
Experience with Self	16.27	11	18.36	5.53
Expectation with Other/				
Experience with Other	23.45	11	16.24	4.89
Time				
Supervisors	15.5	11	7.79	2.35
Subordinates	19.7	106	8.085	.785

Table 2 - Correlations Among Variables - Subordinates

	1	2	3	4	5	6	7
1	1						
2	.858**	1					
3	.529**	.393**	1				
4	.273*	.259*	.54	1			
5	-.015	.089	.079	.168*	1		
6	.469**	-.052	.353**	.085	-.181*	1	
7	.353**	.211*	.645**	-.294*	-.063	.324**	1

1 = Expectation of Self 5 = Time

2 = Experience with Self 6 = Congruity with Self

3 = Expectation of Other 7 = Congruity with Other

4 = Experience with Other

*p < .05
**p < .01

Table 3 - Correlations Among Variables - Supervisors

	1	2	3	4	5	6	7
1	1						
2	.438	1					
3	.545*	.169	1				
4	.625*	.611*	.625*	1			
5	-.315	-.225	.018	-.189	1		
6	.193	-.798**	.181	.247	.034	1	
7	-.042	-.475	.501*	-.363	.231	.49*	1

1 = Expectation of Self 5 = Time

2 = Experience with Self 6 = Congruity with Self

3 = Expectation of Other 7 = Congruity with Other

4 = Experience with Other

*p < .05
**p < .01

Table 4 - Regression Measures Computed Between Subordinates' Communication Expectations, Experiences, and Congruity with Self and Other with Variable of Time

Item Variable	r	R^2	F	P Level
Expectations of Self	.015	.0002	.023	n/s
Experiences with Self	.089	.007	.829	n/s
Expectations of Supervisor	.079	.006	.657	n/s
Experiences with Supervisor	.195	.038	4.097	p=.0455*
Congruity with Self	.212	.045	4.632	p=.0338*
Congruity with Supervisor	.063	.004	.411	n/s

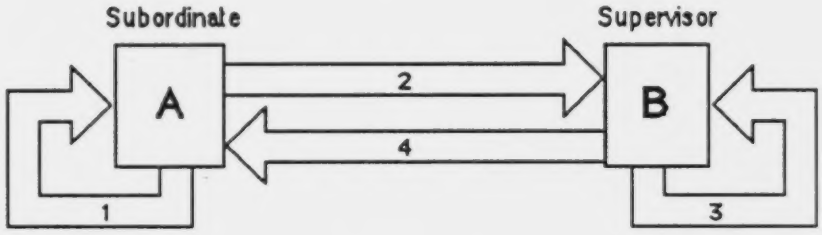
* $p < .05$

Table 5 - Regression Measures Computed Between Supervisors' Communication Expectations, Experiences, and Congruity with Self and Other with Variable of Time

Item Variable	r	R^2	F	P Level
Expectations of Self	.315	.099	.989	n/s
Experiences with Self	.225	.05	.478	n/s
Expectations of Supervisor	.018	.0003	3.055	n/s
Experiences with Supervisor	.189	.036	.333	n/s
Congruity with Self	.034	.001	.01	n/s
Congruity with Supervisor	.231	.054	.054	n/s

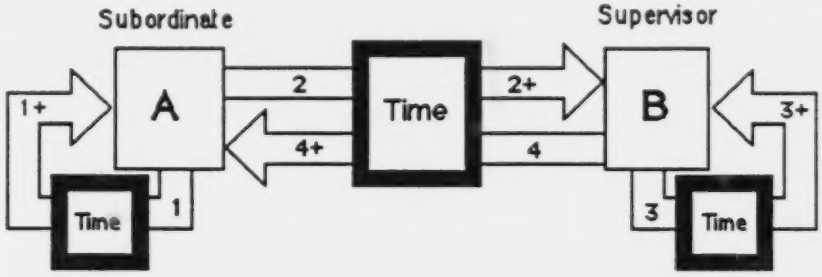
* $p < .05$

Figure 1. Congruity Model of Human Expectancy for Self and Other.



1 = Subordinate's Expectation of Self/Experience with Self
2 = Subordinate's Expectation of Supervisor/Experience with Supervisor
3 = Supervisor's Expectation of Self/Experience with Self
4 = Supervisor's Expectation of Subordinate/Experience with Subordinate

Figure 2. Congruity Model of Human Expectancy with Time.



1 = Subordinate's Expectation of Self/Experience with Self
1+ = Subordinate's Expectation of Self/Experience with Self with Time
2 = Subordinate's Expectation of Supervisor/Experience with Supervisor
2+ = Subordinate's Expectation of Supervisor/Experience with Supervisor with Time
3 = Supervisor's Expectation of Self/Experience with Self
3+ = Supervisor's Expectation of Self/Experience with Self with Time
4 = Supervisor's Expectation of Subordinate/Experience with Subordinate
4+ = Supervisor's Expectation of Subordinate/Experience with Subordinate with Time

APPENDIX 1
SURVEY ITEMS

1. Ask relevant questions
2. Be friendly during discussion
3. Organize messages clearly
4. Respond to suggestions
5. Keep others informed
6. Express feelings and emotions
7. Be brief in discussion
8. Request clarification
9. Provide explanations
10. Maintain eye contact while talking
11. Follow the chain of command
12. Be tactful in discussions
13. Be eager to contribute ideas
14. Allow for balance of discussion
15. Pay attention to conversation
16. Listen carefully to others
17. Adequately express thoughts
18. Discuss intentions openly
19. Provide necessary details
20. Be confident while speaking
21. Articulate ideas clearly
22. Be willing to contribute ideas
23. Anticipate responses of others
24. Provide feedback when needed
25. Express opinions clearly
26. Speak in a pleasant tone
27. Be attentive to what's being said
28. Restate messages in own words
29. Clearly state interpersonal needs
30. Defend own ideas
31. Confirm uncertainties
32. Take charge of situations
33. Display openness
34. Encourage other employees
35. Provide succinct explanations
36. Initiate conversation
37. Respond to new ideas
38. Manage conflict calmly
39. Be empathetic toward needs
40. Show interest in conversations
41. Seek clarification of questions
42. Come forth with new ideas
43. Be thorough in reporting messages
44. Be honest and sincere
45. Express disagreement readily
46. Open channels of communication
47. Emphasize important tasks
48. Remain relaxed under pressure
49. Motivate employees regularly
50. Welcome helpful suggestions